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## THE HIGH SCHOOL JOURNAL

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### EDITORIAL COMMENT

What is your school doing to meet the pressing problem of training for citizenship?

Have you and your teachers made plans for attending summer school? It is not too early.

With three million people unemployed it is likely that there will be no scarcity of applicants to teach school next fall. It will probably be an excellent opportunity for superintendents to pick and choose.

From Superintendent Brooks' recent report to the Governor it would appear that the "peril" of feminization, which in very recent years has been threatening the profession of public school teaching, is now abating.

An observant father is distressed because his son has been in high school nearly a year without exhibiting any enthusiasm over the experience. It has no thrills for him. What's the answer?

A Boy Scouts leader objects to the Scout work being taken over by the public schools. He fears that they will so formalize and mechanize the activities of the movement as to take the soul out of it. This may be a rather severe arraignment but it gives us something to think about.

The normal activities of the home and family, the school and community, the State furnish all the useful concrete materials needed for training the children of all the grades in cultivating those dispositions, those abilities, and for furnishing that information, intelligence, and knowledge desirable in good citizens. It is in these activities that the experience of the children is built. If the high school is training good citizens it is developing in the pupils sane attitudes towards their environment.

### *Returns to School Work*

After eight months' service as assistant cashier of an Oxford bank, Guy B. Phillips returned to school work February 1st when he entered upon the duties of principal of the Greensboro High School, succeeding D. R. Price who resigned to take up educational

work at Lake Junaluska. Mr. Phillips is a graduate of the University of North Carolina, class of 1913. He taught in the high school at Raleigh, and was elected superintendent of the public schools of Oxford, where he served with great success and acceptability for several years.

He resigned last June to enter banking at a large salary; but the attractions of the school room moved him to leave the colorless routine of changing money and making loans,—a very necessary and altogether worthy pursuit but doubtless as monotonous as the dress of charity children—for the more liberalizing and refreshing service of directing the energies and shaping the characters of boys and girls. His return to the work is but another illustration of the fascination school teaching has for those who have once seriously entered upon it. They may leave it temporarily, but they often find it difficult or impossible to abandon a service so powerful in its appeals.

### *Hopeful Signs*

Real and lasting progress in a rural State like North Carolina depends not only upon her economic wealth but also on the willingness and readiness of her citizens to use it for advancement of public well being. That we have the wealth as the basis of such progress no well informed citizen in this State now doubts; and it is becoming more and more evident that the clearly visioned citizens of North Carolina are not only willing but ready to tax that wealth for the further development of the commonwealth. Certain signs are unmistakable.

On January 18 Greensboro voted by a large majority to issue a million dollars in bonds to provide adequate educational facilities for the children of that city. On the same day High Point Township, in the same county, voted in similar creditable manner to issue six hundred thousand dollars in bonds to take care of the educational needs of that community. A month earlier the county of Guilford had voted to issue two million dollars to build improved roads. As a matter of record it is now recalled that in 1903 Guilford voted to issue three hundred thousand dollars for road building,—the first county in North Carolina to take such a forward step.

Eighteen years ago the progressive spirit there won over prejudice and niggardliness, and petty politics surrendered to the real interest of the community. Now as then the same spirit wins another victory which the entire State is proud of and which has stimulated the faint-hearted in other sections and shamed the calamity howlers everywhere. In this

action for better roads and better schools the people of Guilford have performed not only for themselves but for the entire State a real service, by exhibiting sane attitudes toward two of the most vital and fundamental interests of democratic communities. They have demonstrated also the fiction of that economic depression alleged to have possessed the State. And that fiction, which some had hoped the people would accept with a sort of unregenerate glee, is now fading. Not only is it being condemned as highly improbable but the evidence increases that North Carolina, as a great and growing commonwealth, is rapidly awakening to the opportunities and obligations to provide adequately for all her citizens.—Edgar W. Knight.

### *A Parable*

Once upon a time in a state with 100 counties and many cities as well as towns there was a Teachers' Assembly which revised its organization under the plan of local units. Its secretary worked long and faithfully to have these local units organize and send their fees to him. Many questions and difficulties arose but he answered all the questions and made straight all the difficulties.

When this Assembly met in its annual meeting and the records were all in it was found that all the cities and towns in the State large enough to form local units had done so. But in the counties, alas and alack! For some reason 14 of the 100 counties had failed to organize themselves into local units, 86 had so organized.

Now the names of those counties not organizing were: Alleghany, Brunswick, Camden, Caswell, Clay, Cumberland, Dare, Graham, Hyde, Jones, Lenoir, Mitchell, Vance, Watauga.

The names of the counties which did organize local units were all written in the great book of the Secretary of the Teachers' Assembly and made a record there of the progressive, interested, stimulating character of the superintendent and teachers in these counties.

And when the Executive Committee of the Teachers' Assembly met and learned of this record it commended the work of the superintendents in the 86 counties and in the towns and cities, but it grieved heavily, yea mightily, to learn that 14 counties had failed to keep the professional faith, and with one accord the members of the Executive Committee began to ask—"Why?" None could answer the question and this Executive Committee one and all went to

their homes sorely puzzled at this neglect, or forgetfulness or opposition, or lack of interest in the 14 counties.

"Haec fabula docet"—You get big things done in a big way when your leader leads.—L. A. W.

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## THE LATIN COLUMN

### CICERO AND THE CONQUEST OF GAUL

IN the English periodical, *The Quarterly Review*, October, 1918, there is an article by J. Wells, which in an interesting way describes Cicero's knowledge about Gaul, his interest in Caesar's campaigns, his letters to and from Caesar and some of his legati in Gaul. Cicero evidently enjoyed a joke with his friends. To one, a lawyer on Caesar's staff, he writes that if he should accompany Caesar to Britian, no one in all the island would be more learned in the law than he. At another time he says that he has heard that it is "hot enough for him" there even in the winter time. Mr. Wells minimizes Cicero's interest in the Gallic conquest. He does not know apparently that Cicero was the senator who proposed and carried a vote for the fifteen days' thanksgiving to which Caesar refers at the end of the second book.—G. A. H.

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### QUINTILLIAN AND CHILD TRAINING

"Before all things, let the talk of the child's nurses not be ungrammatical. Chrysippus wished them, if possible, to be women of some knowledge; at any rate he would have the best, as far as the circumstances would allow, chosen. To their morals doubtless attention is first to be paid; but let them also speak with propriety. It is they that the child will hear first; it is their words that he will try to form by imitation. We are by nature most tenacious of what we have imbibed in our infant years. . . . Let the child not be accustomed therefore, even while he is an infant, to phraseology which must be unlearned."

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### SYNTAX

Syntax like vocabulary is affected by a law of diminishing returns. Twenty constructions account for 80% of the occurrences on any page of ordinary Latin. Forty constructions account for 90% of the occurrences. There are 141 constructions listed in the standard grammars. It takes the remaining 101 constructions to account for the other 10% of the occurrences. The Syntax of High School Latin by Byrne,